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EXTENSION SERVICE
Review

JANUARY 1960

EXTENSION SERVICE



Stepping Up Professional Skills

GRADUATE STUDY

READING

SUMMER SCHOOL

IN SERVICE TRAINING

TRAVEL

EXTENSION SERVICE Review

Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—
in County, State and Federal Extension agencies—who
work directly or indirectly to help people learn how to use the
newest findings in agriculture and home economics research
to bring about a more abundant life for themselves and their
community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

Perhaps you'll wonder, as you read this issue, why we asked Dr. Louis M. Orr, president of the American Medical Association, to write an article. You may think that professional improvement for doctors doesn't affect you as an extension worker.

As you read his article, you'll find that doctors and extension workers have a lot in common. For one thing, changes in medicine are taking place just about as rapidly as they are in agriculture and home economics. So doctors and extension workers both have to keep up with developments in their fields.

And doctors and extension workers are both in the business of serving people. "The assumption of care for others," Dr. Orr points out, "carries with it a compelling obligation for professional competence that cannot be ignored." Extension workers, as educators, have just as compelling an obligation that cannot be ignored.

I read the other day about a high school student who was seated next to a famous astronomer at a dinner. To make conversation, the student asked the astronomer, "What kind of work do you do?" He replied, "I study astronomy." "Oh," said the wide-eyed teenager, "I finished that last year."

The student's reply, though made innocently, typifies an attitude of many people today. They stop growing mentally just a few years after they finish growing physically. They think that when they receive their degree, their education is complete.

This attitude isn't common among extension workers, I'm sure. Most extension workers believe, like the physician quoted by Dr. Orr, that education is not completed at school; it is only just begun.

A successful businessman being interviewed by a reporter was asked the secret of his success. The businessman said, "I jump at every opportunity to get ahead." The reporter then asked, "How do you recognize an opportunity when you see it?" And the businessman replied, "I don't recognize all of them. I just keep jumping."

Perhaps we can learn a lesson from this businessman. We have many opportunities for professional improvement such as those illustrated in this issue—travel, graduate study, inservice training, summer school, reading, etc. We should jump at these opportunities whenever possible. And we have many other opportunities we may not recognize. To be sure we don't miss any, we'll all have to keep jumping.—EHR

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Meet the future Head On

by JOHN B. HOLDEN,
Director of Graduate School,
U.S. Dept. of Agriculture

TODAY'S farming would certainly seem strange to an agricultural graduate of 1945 if he had been out of touch with developments since he left school. His knowledge of crop varieties, pesticides, feeding practices, materials handling, and farm management would be obsolete.

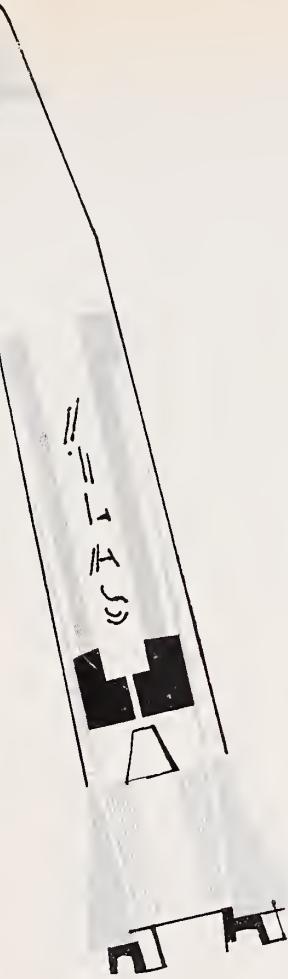
He wouldn't understand such terms as antibiotics, growth hormones, or vertical integration. He would be unfamiliar with hybrid sorghums, corn driers, spray rigs, and bulk milk handling.

A 1945 graduate in home economics, out of touch with advances in research and development, would be equally at a loss. She would be unable to help with advice on selection and care of new fabrics, preservation of food by freezing, and meal planning in the light of gains in nutritional knowledge.

Dual Responsibilities

No one would question the importance of a planned and systematic educational program to bring these Rip Van Winkles up-to-date on what has happened since they left school. Keeping up with progress in our chosen field is a professional responsibility that's generally well recognized.

A second and equally important responsibility requires that we go



beyond the information that keeps us in step with the times on our job. We must broaden our horizons—understanding the total community in which we work and its relationship to the national and international community.

The only way we can meet our responsibilities is by continuing study. This requires systematic study in evening courses, discussion groups, and periodic professional meetings. And every now and then, the task of meeting our responsibilities calls for something more—a summer institute, a semester or a full year in an academic community where one can go beyond the immediate, receive stimulation, and have time for reflective thinking.

We in the 20th century are living in an age of wonders. Man's control over nature has led to fantastic developments in scientific technology which have transformed the world before our very eyes. It is almost as

if the dreams of magical power which so preoccupied past ages have, all at once, come to pass. We have forced the earth to yield her secrets and we now envision the day when everyone will have a decent diet, clothing and shelter, medical care, and education. Man can think of reaching toward the stars—figuratively and literally.

We possess the power but not the reality. For although the scientists and inventors have provided us with tools, many of us have not learned how to use them and we are not yet taking full advantage of the new technology.

Bridging the Gap

As has always been the case with human progress, practice lags behind theory. Between discovery and application there is always a gap—a gap that can only be bridged by education. Extension has aided farm people and others to narrow this gap, but we must do still better in the years ahead because of the increased pace of change.

In times past when the rate of change was slow, new knowledge could be imparted adequately through schools, colleges, and universities. If the youth of the next generation mastered what the present generation had discovered, agriculture and industry progressed.

However, in the past 50 years, a new factor has entered the equation—the factor of "rate of change." Today's research and development have been so perfected that new inventions and new techniques are being produced faster than they can be assimilated into the economic and social fabric of the Nation.

Because the American economy has had to accept change as a natural condition, our professional workers have had to acquire more flexibility in their thinking and more adaptability in their working and living habits. Moreover, our educational institutions have had to develop a new dimension in answer to this challenge of change. This new dimension, adult education, pioneered by the land-grant colleges for rural people, is being extended to urban people and the scope of extension work is

(See Meet the Future, page 20)

EDUCATION FOR SERVICE

by LOUIS M. ORR, M.D., President,
American Medical Association

MEDICAL education is not completed at the medical school; it is only just begun." The eminent physician, William Henry Welch, made this statement more than 65 years ago. This precept applies not only to physicians but to the hundreds of thousands of other individuals in service-oriented occupations.

No doctor dares, in good conscience, to stand idly by in the happy delusion that he can continue to rely solely upon the knowledge gained in his student days. The assumption of care for others carries with it a compelling obligation for professional competence that cannot be ignored.

The accumulation of knowledge applicable to medicine has been taking place with such rapidity in recent years that it is little less than bewildering. New discoveries and their effective application to the diagnosis, care and prevention of illness have literally transformed the character of medical practice.

Continuing Process

Receiving the M. D. degree, then, is only the first step in the never ending education of the physician.

In general, the following represent the major channels through which new information reaches the physician: medical literature; consultations with colleagues; hospital staff meetings and conferences; local, State, and national meetings of general and specialized medical societies; formal postgraduate courses, and regional hospital-medical school educational programs.

A recent survey conducted by the American Medical Association showed that about one-third of the doctor's

learning time is devoted to reading medical literature, another third is spent in professional contacts and consultations, 23 percent is taken up by hospital staff meetings, 5 percent at medical society meetings, and 5 percent in postgraduate courses.

Managing Time

In dividing his time among these activities, the physician often encounters a staggering number of worthwhile enterprises competing for his time and attention. Even the act of deciding which professional journal to read can be overwhelming when it is realized that there are literally thousands of these technical journals published every month.

The A.M.A., for example, sends to each of its 176,500 members its weekly scientific journal which carries articles covering all fields of medicine—new findings; data on new drugs, equipment, and products; information on the socioeconomic side of medicine; abstracts of articles from worldwide medical periodicals; reviews of newly published medical texts, and a host of other activities. To supplement the broad approach of the JOURNAL, the A.M.A. publishes monthly specialty journals covering ten different fields.

One of the association's outstanding services is the "package" library which supplies packets of articles in response to physicians' requests for specific medical information on a designated subject. State and county societies also maintain library facilities and publish journals.

The whirlwind pace of pharmaceutical research adds hundreds of new drugs each year. Nine out of every ten prescriptions that doctors write are for preparations that were unheard of 10 years ago. Doctors keep up with these new drugs through the established information channels and through periodic visits from representatives of drug manufacturers.

Many doctors are relying more and more on the techniques used by the mass media. As part of their educational programs, State and county societies and medical schools make extensive use of motion pictures. Closed circuit television, sometimes beamed directly from a hospital oper-

ating room, is also playing an increasingly important role.

Tape recordings of abstracts of the latest technical articles and talks by noted specialists have also been enlisted in the effort to keep doctors posted. Today, the busy physician can switch on a tape machine and listen to 15 or 30 minutes of valuable information between patients or even while he's driving his car or shaving.

This year, a group of physicians organized a unique FM radio hookup as an experiment in postgraduate education. Once a week, a 30-minute presentation followed by 30 minutes of discussion by five groups of physicians is broadcast by a Philadelphia educational station. Doctors signed up for the series will take a formal examination at the end of the course. And some 5,000 other physicians in the area can audit the programs over their FM radios.

Shared Experiences

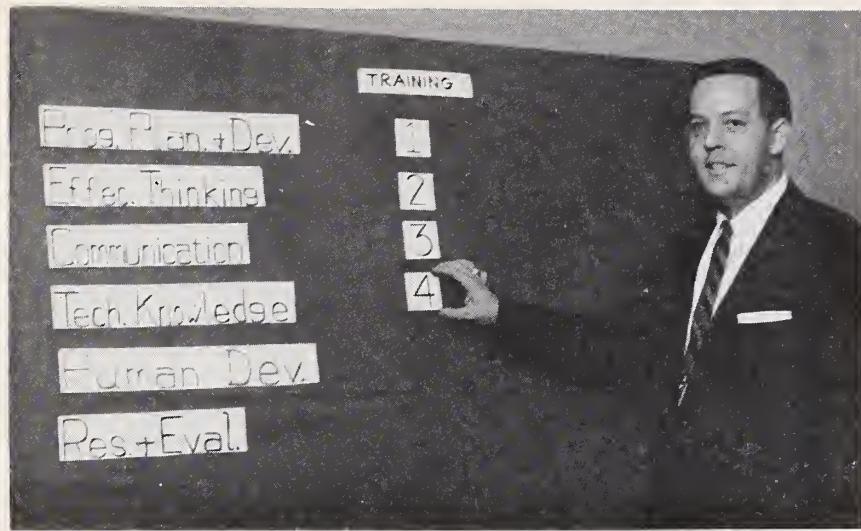
Every year, tens of thousands of doctors attend the A.M.A.'s annual and clinical meetings, the most extensive postgraduate medical sessions in the world. From 350 to 400 papers on what's new in research and clinical medicine are presented at these meetings. In addition, individual doctors and researchers man some 350 scientific exhibit booths and 300 technical exhibits display new drugs, equipment, books, and practice aids.

Recent studies show that more physicians attend formal postgraduate courses than members of any other profession.

In general, these courses fall into two groups—refresher courses to renew or update the physician's basic knowledge and skills, and special courses oriented toward limited fields of medicine.

Still unmentioned is the most crucial and rewarding facet of the physician's education—his practice and patients. Every individual who seeks his help represents a different problem, challenge, and stimulus.

In the final analysis, postgraduate education is for the patient as well as his physician. Both reap a rich reward from the continuing search for the highest quality medical care and service.



The author demonstrates ranking of training needs by county extension workers.

What Should County Agents Know?

by ROBERT W. McCORMICK, *Training Leader, Ohio*

WHAT competencies should a county extension worker have to perform an effective educational job in today's complex, dynamic society? That's the question 240 Ohio county agents pondered recently.

The extension worker's job, as over 80 percent of Ohio's agents see it, is to effect change in the behavior of the people with whom they are working. They selected this as their major role rather than being dispensers of information, providers of service, or organizers of activities. Agents feel that they are and should be educators or teachers.

This concept implies that a county agent must go beyond giving recommendations for fertilizer, increasing milk production, controlling weeds, or seeding a new lawn. He must create an educational atmosphere in which his clientele will understand the principles involved in agriculture production, marketing, family living, conservation and land use, youth development, and public affairs. He must equip the people he serves so they can make adequate decisions as they face changing life situations.

A national task force, made up of

leaders in the field of extension training, identified nine general areas in which today's county extension agent needs competency. Ohio agents were asked to list these areas in the order in which they felt the most need for more training. The agents responded as follows:

- Program Development
- Effective Thinking
- Communication
- Technical Knowledge in Agriculture and Home Economics
- Human Development
- Research and Evaluation
- The Educational Process
- Understanding Social Systems
- Extension Organization and Administration

Major differences from this rank order were that 4-H agents rated technical knowledge higher; agricultural agents rated human development higher; and home agents rated research and evaluation higher with program development lower.

In addition to indicating the relative importance of training needs, agents' responses provided detailed information on parts of each area. Under program planning and devel-

opment, agents listed understanding changing population trends, how to build evaluation procedures into program plans, and how to build an integrated county program as items in which training was most needed.

In the general area of effective thinking, the agents indicated a strong need for help in how to develop effective thinking in groups and understanding the role of the county agent in predicting future results from existing facts. Under communication, agents listed these training needs: how to use television more effectively, how to write more effectively, and how to improve public speaking.

The greatest concern of agents in technical subject matter was for more training in plant pathology, entomology, marketing, marketing information for consumers, and family relations. Other specific items of concern were principles of effective counseling with people and understanding how to motivate people.

Individuality Shown

The ranking of the nine areas expressed by Ohio agents does not mean that these areas are of the same relative importance to all agents. Some agents have had more undergraduate and inservice training in some areas than in others. Their undergraduate work was in a variety of technical fields, with relatively little study in the social sciences which embody many of the needs identified above.

The nature of the training needs identified indicates the importance of concentrated graduate study in a university offering flexibility in programming so individual training needs may be met. Sixty percent of the agricultural agents, 30 percent of the home economics agents, and 25 percent of the 4-H Club agents had completed more than one semester of graduate training.

One key finding of the study was that each agent has unique needs. This implies that all agents should not be expected to participate in all inservice training activities.

Yet there is evidence that much inservice training in the past has
(See *Training Needs*, page 18)

WHY

WE

TRAIN

by WILBER E. RINGLER, Assistant Director of Extension, Kansas

Did you like your first job? Did it seem important? Did your supervisor fully explain your duties and seem to be personally interested in your success?

New agents are college graduates, well-trained, and want to put their "knowledge" to work. Their first few months on the job may determine their future. Satisfying conditions should develop a successful extension worker.

The need for careful selection of agents is obvious. Less obvious, but just as important, is the need for a well-organized induction training program.

Two basic facts about beginning agents are that their different backgrounds and experiences demand individual training, and that they need training in three common areas—communications, extension procedures, and subject matter—which can be satisfied in group training.

Distribute the Load

Both individual and group training call for the best qualified teachers and situations where learning can take place. A fundamental principle of learning is: Learning takes place most efficiently when the learning situation is most like the actual situation the learner is to experience.

An extension agent conducting a successful program best supplies situations most like those the trainee will encounter later. But beginners also have common needs that can most efficiently and effectively be taught in group situations by supervisors and specialists at the University.

Before setting up our induction



Training a trainee. Leonard F. Neff, Coordinator of Personnel Training, helps Mary Alice Rossillon understand her new job.

training program in Kansas, we examined our personnel turnover. We hire, on the average, 40 agents per year. Formerly we hired agents any day of any month and sent them immediately to the counties. Admittedly, we had no systematic training procedure.

In developing a blueprint for induction training, we asked, "What does a beginning agent need to know or do the first year?" Agents, specialists, State leaders, and supervisor's supplied these answers:

Increase competence in subject matter.

Develop skills in the use of basic extension methods.

Become acquainted with supervisors, specialists, and other agents.

Develop favorable attitudes toward the job and the profession.

Appraise extension work as a career.

Another important part of induction training from an administrative standpoint is the evaluation of the trainee's aptitudes and potential capabilities for county agent work.

Now we hire all beginning agents on the first Monday of the month. In their first week, they receive 4 days of orientation at the University, including meetings with supervisors and directors to discuss job responsibilities, reports, expense accounts, personnel benefits (all important from the beginner's viewpoint). An examination on the last day provides

an inventory of their knowledge and identifies individual areas needing more explanation.

Going directly from orientation to a county, men agents spend 8 months with a trainer agent; women, 4 weeks. Both return to the University for four special schools during the first 8 months.

Attendance at these schools depends on the number of agents hired the past 8 months and varies from 15 to 25 agents per school. Group training is given in communication techniques, extension procedures, and practical subject matter with supervisors and specialists serving as instructors.

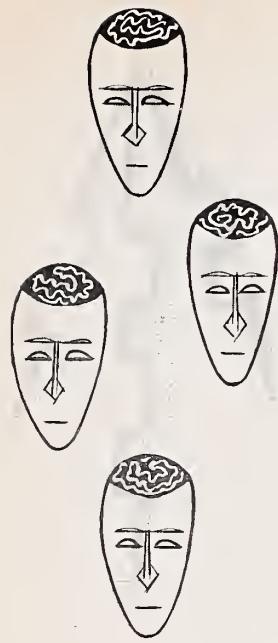
Scheduled every other month, the schools give trainees 7 weeks to practice (in real-life situations) the things taught at the school. This takes advantage of two principles of learning: Learning is most efficient when the learner is ready to learn and learning results from the active participation of the learner. County assignments correlate with the topics covered at the schools.

Logic of Training

Men and women are trained together to give both groups a better appreciation of the entire subject matter area of Extension and to promote better working relationships. Examinations (both written and oral) throughout the four schools are used to determine depth of understanding, effectiveness of the teaching, and need for individual followup training. Knowing that they will be asked to recall information or skills makes learners more interested and alert.

Upon completing the four schools, the trainees demonstrate their teaching skill before district supervisors, program leaders, and directors. Each graduating agent is given a topic (thoroughly covered in one of the schools) 3 or 4 days before the exam. They are encouraged to get complete information by reading reference material, consulting with supervisors, specialists, and other trainees. Fifteen minutes are allowed for the presentation and 5 minutes for questions. A chalkboard is the only visual.

(See *Why Train*, page 22)



PUTTING COMMUNICATIONS TRAINING TO WORK

by E. B. WINNER, *Federal Extension Service*

MAN's mind, stretched to a new idea, never returns to its original dimension. For extension workers, the communications training program of the past few years has certainly helped in this stretching process. And many of you have strongly endorsed this effort. "This type of training should have been held many years ago," is typical of the comments frequently heard.

But what have you done with this new knowledge? Have you put it to work? Are you now doing a better job of analyzing the audiences you are trying to reach? Do you select communication channels with the feeling that they will do the most effective job for you? Are you doing a better job of motivating people? These are a few of the many questions we should ask ourselves as we go about our daily jobs.

Let's look at a few examples of where this new knowledge has been put to work.

Planned Attack

A change in Federal laws on interstate movement of cattle put pressure on Uintah County, Wyoming, cattlemen to clean up the brucellosis in their herds. One reason was that adjoining Rich County, Utah had started the testing program the

previous year. And during the grazing season, cattle were frequently moved across the State line.

So a campaign was launched in Uintah County to get a testing program under way. But in the first 7 months, fewer than 13 percent of the ranchers signed up.

Then a communications training workshop was held for southwest Wyoming agents. During the workshop, Uintah County Agent Harold B. Hurich developed a plan to inform the cattlemen in his county of the brucellosis problem. The program was built to get a change in thinking and to get action.

County Agent Hurich developed a detailed time schedule of newsletters, news articles, and radio programs. Then he launched the program. Result: An additional 73 percent signed up during the next 3 months.

Recently, a 4-H literature improvement conference was held in Memphis, Tenn. The 21 extension workers—editors, 4-H specialists, supervisors, administrators, and subject matter specialists—analyzed their problems from a communication point of view. They asked themselves: Where are "Johnny" and "Mary" in the learning process in relation to the message? What did they want the members to know, to think, to do? What appeals motivate

the many different "Johnny's" and "Mary's" who make up the 4-H audiences? The conference broke into small groups to work on the problems of audience, message, channels, and treatment of the message.

They dug deeply into each of these subjects. For instance, the group studying treatment of a message compiled a list of audience appeals. These included fun, fellowship, acceptance, excitement, conformity, new experiences and hero worship, to name a few.

Then this group developed a list of techniques for presenting a message—parables, success stories, first person testimonials, adventure, use of symbols, picture-story treatment, and the like. Next they looked at the effects of readability, organization, and graphics on message impact. Lastly, this group took several different messages and developed a list of appeals and techniques to get across each message.

All Out Effort

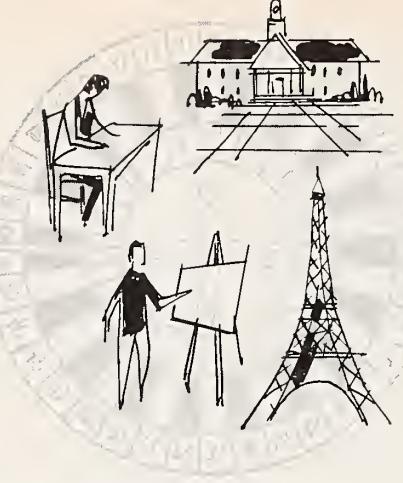
"Operation Production, a campaign to encourage wider use of scientific fertilization of all crops in Morehouse Parish this past year, is an excellent example of the application of communications training by parish agents," reports Louisiana Extension Editor Marjorie Arbour. The information campaign was planned during the fall of 1958 in cooperation with the National Plant Food Institute; the Chamber of Commerce of Bastrop, the parish seat; and a number of other farm, civic, and business groups. Leaflets were prepared. Circular letters and speeches were written. News and feature stories were planned. Kits of information material were assembled. And plans were made for farm and home visits to get newspaper stories and radio and television broadcasts.

Operation Production featured a 5-acre corn contest. And the top 43 contestants averaged 109 bushels per acre. Furthermore, more than 1,000 additional farmers in the parish had their soil tested during the campaign.

"Parish and district agents were pleased with the outcome. And several other similar campaigns are now

(See Communications, page 20)

A WINNER *every time*



by RUTH G. STIMSON, Rockingham County
Home Demonstration Agent, New Hampshire

WE extension workers are faced with many problems. One of the biggest is trying to keep up-to-date in home economics and agriculture.

Thinking of ourselves as professional people implies a calling with a superior education. Regardless of the quality and quantity of our education, our teachers could only instruct us in terms of past and present knowledge. The future could be projected, but it was still the future.

Higher education teaches us how to adjust to our environment. At best we learn how to think, find new knowledge, analyze, correlate, and use our education to help others. Our extension cooperators have a right to expect these abilities, regardless of our training and responsibilities.

Professional Musts

As home economists, we must have technical knowledge and skill that are current. Nothing is stationary. Our clients, with more education themselves, expect us to know our subject matter better than they do. Then we can help interpret current developments and alternatives.

Families face many decisions in managing their resources to attain their goals. We home economists must be able to apply the basic principles of today's sciences and arts to everyday living.

To achieve professional competence we must have:

- An understanding of extension work and its educational function.

- Ability to plan, organize, evaluate, and communicate.
- Skill in some field—subject matter or administration.
- Interest in people and ability to work with them individually and in groups.
- Enthusiasm for new knowledge and understanding in the light of new situations.
- Faith in the value of our work, in other people, and in God.

As extension home economists, we have a huge task to synthesize knowledge from the physical, biological, and social sciences, and the arts. Our aim is to strengthen the family as the basic unit of society.

We must try to understand and correlate county and regional resources, after analyzing our local situations. We must constantly evaluate our educational methods and results.

With so much to be done, how shall we start? If we are interested in trying to keep up, we are at the first step of improving our professional competence.

Our interest will motivate personal research to find a better way of doing our jobs. Research may be formal and printed in a professional magazine. It can also go on in our offices or wherever we take time to reflect.

I've found it worthwhile to read something new everyday. Read, evaluate, and try to correlate is my suggestion for any home economist. The printed material may originate inside or outside of Extension. Some of the

information will come to us, and some we will have to seek. Read widely in the sciences and arts. Use a library.

Learn the goals, resources, and policies of other organizations and institutions in your county or area. Know and talk with the leaders. Dig out mutual goals. Try to avoid duplicating effort.

Professional improvement may involve travel. You can gain knowledge theoretically, but it's challenging to see how it actually works out in other places. I've found it helpful to travel, observe, and talk with people in other States and the Canadian Provinces.

Travel helps us to evaluate basic needs and wants in family living. At a distance we can see our own program more objectively.

Inservice training is helpful in improving our abilities. And we also need exposure to personnel outside of Extension as well as within.

Formal Methods

Other professional improvement methods I've tried are: graduate work, short courses, and educational television. Regular regional agent meetings to discuss topics of importance to home economists and families are beneficial. The fellowship and tours at such meetings provide inspiration as well as information.

We also need contact with State and national professional groups for renewed faith in the job to be done. Visits by foreign extension personnel are stimulating.

Simple surveys help evaluate the effect of some phase of our program. In Rockingham County, we've made surveys on methods preferred by clients and their attitudes toward Extension. We studied food marketing and preparation, clothing selection preferences, mobile home interests, and public information efforts by home demonstration groups.

Statistical analyses are made annually and summarized periodically. These show trends in home visits, office and telephone calls, method demonstrations, tours, leader training, and bulletin and circular distribution.

We extension workers have many tools, responsibilities, and challenges as educators.



The Future Belongs to Those Who Prepare

by RALPH E. KIRCH,
National 4-H Fellow

PEOPLE ask me, "Why did you become a 4-H Fellow? Why did you change from advanced training in the field over a 5-year period to a year of full-time study for a degree? Why did you move your family of three children to Washington, D. C. for a year after being happily settled in a new home with a good position in Kent County, Mich.?"

The answers may sound strange but this is why. A little over a year ago, I became seriously concerned about the tremendous changes in farming. On a farm visit, I saw a Kent County farmer adjusting a power lift mechanism on his new tractor. As I watched, I couldn't help but compare it to the type of equipment I was familiar with a little over 10 years ago on our home farm.

As I thought about this change in equipment—about myself operating, adjusting, and maintaining it—I started thinking about other changes taking place in rural America. And my mind responded with, "What am I doing to keep abreast of these new

changes as they affect my role as a professional extension agent?"

In 5 years I have seen a program of 1,400 4-H Club members and 235 leaders in Kent County grow to over 4,000 club members and 665 club leaders. From where I knew almost all the members and leaders, it's grown to where I know very few members and less than half of the leaders.

Panoramic Changes

Just look at your own home town to see dynamic changes. Notice the vast expansion of four-lane super highways compared with the two-lane intersectional "milk stop" highways of yesterday.

See the acres of beautiful, level fertile soil being planted to \$60,000 crops of modern American homes populated with three or four red-blooded American kids. This requires further cultivating and seeding of new school systems to educate them.

If these apparent changes can be seen by the eye on the farm and elsewhere, think what must be occurring or should occur in extension teaching to keep abreast of our changing pattern of life.

This is why my professional improvement program moved from four courses over a 5-year period, given by the Continuing Education Department of Michigan State University, to a program of immediate action. Details for fellowship programs were obtained from the National Association of County Club Agents and the Extension Training Division of Michigan State University.

Time, money, and a family being vital factors, and looking for the personal improvement program which would best fit my liking and purpose, I sought the National 4-H Fellowship application form. Fortunately for myself and family, I was selected along with five other extension workers—John Heller, Kentucky; Eleanor Inman, Georgia; Charlene Lind, Utah; Dwight Palmer, North Dakota; and Rhoda Peck, New York.

The 4-H Fellowship program provides the unique opportunity to combine graduate study with a program of visits and conferences with people in executive departments of government.

Time is planned to visit Congressmen, Senators, public hearings, the Supreme Court, and other important offices of the national government. Official visits include the Archives, Library of Congress, Pentagon, Smithsonian Institution, and the Pan-American Union.

Other visits are made to agencies and organizations outside of government—the major farm organizations, AFL-CIO, 4-H Foundation, and National Red Cross.

Cultural and social development also play important roles in the program. Opportunity is provided to attend concerts, plays, lectures, dinners, and various other social functions.

In addition to all of this, 4-H Fellows may enroll in any one of the six universities in the Washington area for degree work. I'm now enrolled with the rest of the five Fellows at the University of Maryland and I'm taking a course in the USDA Graduate School. My plans also include taking some courses this spring at American University.

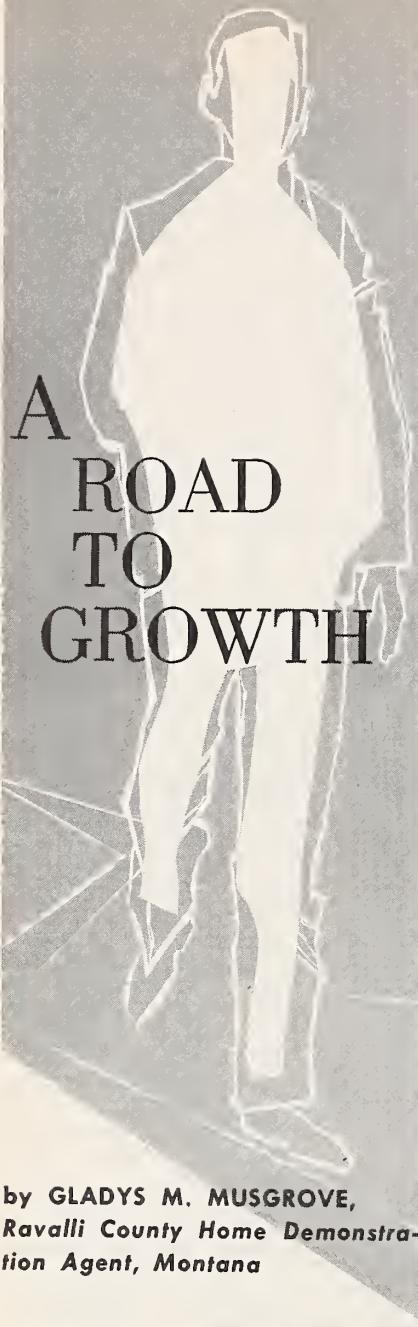
Specific Gains

Many of you in the field may question, as have I, the value of further formal education to do the job. Now that I have entered into this advanced training (less than 5 months) I can see that research methods, methodical evaluation, and scientific approach will aid materially in carrying out sound extension programming in the future.

This 4-H Fellowship program is providing me with insight far beyond what I could obtain through institutional type training. I am gaining a tremendous depth of philosophy in extension work; a fresh crisp outlook on the challenging role of extension, its direction, methods of attainment; inspiration; spirit; and further self confidence to do the job properly.

The fellowship program will give me a degree of Master of Science in Extension Education. Most important of all, it will provide me with the necessary tools for serving people to adequately help themselves. This is an ideal opportunity to come abreast of the new techniques and theory

(See Who Prepare, page 18)



A ROAD TO GROWTH

by GLADYS M. MUSGROVE,
Ravalli County Home Demonstration Agent, Montana

WITHOUT an occasional reconnaissance stop to get our bearing and new direction, all of us extension agents can fall into rut-producing habits. During such a reconnaissance stop, I decided graduate study would improve my perspective.

Everything I was reading, all my contacts at conferences and inservice training indicated changes were shaping up for Extension. These changes involve both subject matter emphasis and new skills and knowledge.

Would these changes, whatever

their shape, find me lacking? Would I, when such changes came, be fixed in a rut too difficult to scale? The time seemed expedient to do something positive in the way of professional improvement.

When I decided to do graduate study, I had no definite thought of specializing in a particular field. My principal desire was to improve my skills and broaden my knowledge and vision. So I set my sights toward a master's degree in Extension Education.

It was natural to choose one of the land-grant colleges offering such a degree. Previous attendance at summer school in Colorado influenced my choice of Colorado State University.

Fortunately, the philosophy at that institution concerning an advanced degree in Extension Education coincided with my desire to generally enlarge my scope of knowledge. Along with courses in the field of education, they encouraged enrollment in classes in history, sociology, philosophy, logic, social psychology, economics, literature, and the arts.

These courses not only increased my overall knowledge and understanding, they expanded my appreciation of all human effort and progress toward knowledge. This insight helped develop a patience with the slowness of education.

Increasing Values

Additional values from graduate study, of course, came from the exchange of ideas and philosophy with other graduate students. Such exchanges developed a deeper insight into extension patterns and methods used in other States and even a neighboring country. They also offered a basis for evaluating my own philosophy and methods.

How were such gains put to use? It is difficult to say just when, where, or how. Any knowledge and insight which develops mental growth becomes a part of the integrated whole personality—not just something attached loosely which the individual can take off and use at some specific time or place. Yet in some of my work in the past year, I know that graduate study made me more effective.

In a series of workshops on Leadership and Group Action, we applied the knowledge gained in both social psychology and conference leading. In a series of television shows on the challenge of change, we applied knowledge gained about problem-solving techniques. In working with our Rural Development committees, the knowledge gleaned in economics, sociology, logic, and social psychology influenced the guidance I gave.

Clientele Changes

Homemakers in Ravalli County also have been growing. Traditional how-to skills in the subjects of food, clothing, and home furnishings have lost their initial importance. A cross section of women in the county who sat down together to determine needs of today's homemakers are recognizing basic problems in some of our unsolved situations, both social and economic.

They are asking: How can we better understand ourselves? How can we work together in harmony as groups in order to accomplish better living in our valley? Why do our teenagers act the way they do? How can we achieve good or better relations within our families? Is there some formula that can be applied to solving problems? How can we measure progress in our efforts?

With people asking these kinds of questions, I'm thankful that I took time out for graduate study, particularly in the area of social psychology. Yet there is still a feeling of inadequacy to do full justice to the role of teacher and counselor in such a field. This serves as a challenge for even further graduate study.

It is good to take time out for study. Study itself becomes a reconnaissance which provides a good look at one's self along with a look at the changed road into the future.

One stop, however, will generate growth and knowledge and point the way for a short time only. The very nature of the words growth and change denote a nonstatic condition. Continued growth to meet a continuing change will depend on frequent stops for reconnaissance and study if we hope to lead with vision.

Scholarships, Anyone?

by RONALD SHILEN, Executive Associate, The Fund for Adult Education

WHAT are your chances of getting a scholarship? Can you better your chances? The first question can't be answered definitely. But for the second, the answer is yes. And the place to start is in your application.

Since its establishment by the Ford Foundation, in 1951, the Fund for Adult Education has disbursed \$1,445,000 in scholarships and fellowships. Eleven percent of the grants have gone to extension workers. In the process, at least 200 individuals from Extension have had their applications considered.

On the basis of the above experience, what advice is there for prospective applicants from Extension? And how good is the advice? Regrettably, there isn't a great deal of counsel to offer and it has limited value.

Stop, Look, Write

STOP, LOOK, WRITE
Two general admonitions can be made immediately: (1) Read carefully the brochure, prospectus, or announcement of the grant program; (2) Give answers that are responsive to the specific question asked in the application. *THE FIRST OF THE*

The first of the two cautions is the key to why advice and guidance in scholarship candidacy are difficult to give. No two grant-making agencies have identical programs. Of those offering aid to extension personnel, no two programs are similar.

Each year the Fund sees applications which cannot possibly win FAE fellowships but which would have some chance, possibly a good one, with another grant-making agency. It's likely that other organizations receive proposals better suited for the Fund for Adult Education. But exchange of applications is impractical for many reasons.

In addition to careful reading of the grant-maker's literature on the scholarship program, it would be use-

ful for the prospective candidate to examine the organization's most recent annual report. These are usually available upon request.

Grant-making organizations have their own objectives, of course. They employ their own varieties of "program projection" and they utilize evaluation in generous measures. So they need to determine whether a candidate for one of their grants intends to work along the lines of the donor's purposes in providing help.

Matching Objectives

MATCH MATCH

Does the candidate's proposal parallel the donor's direction or not? A determination is sometimes difficult to make.

It is probably fair to say that the harder it is to make such a determination, the less chance a candidate has. The reverse is also true—the more clearly an application fits into the intentions and purposes of the donor's program, the brighter are its prospects for being chosen.

An alternative to applying for a grant in a program suited to the donor's purpose is to pretend such a situation. Every administrator of a national scholarship program would probably agree that there are some disguised candidacies in each round of grant-making. We may rationalize the impropriety of such pretense by saying that the grant is sought for inherently good purposes—study and training. But the lack of complete candor is bad from the perspective of results.

Nominating, screening, interviewing, and other stages of the selection process are designed to do certain things. Among them is validation of the data in the application.

An interviewer, face to face with the candidate for a grant, is sometimes hard put to identify the individual with the language and/or ideas of the application. This works both

ways. Sometimes the person is far more interesting and worth more consideration than his application would seem to warrant. In our opinion, the candid applicant makes the most appealing candidacy.

In emphasizing factuality and truthfulness, we do not mean to undervalue effective writing in the application. A concise and forthright development and arrangement of convincing points help make a good case for a grant. This is important.

More Pitfalls

Candidates sometimes do not have all of the data asked for in an application. The information may not be obtainable at the time. It is better to say so frankly than to give filibustering answers or argumentation.

Among the least attractive applications reaching the Fund are those which parrot the language of the announcement, those which offer to study anything the donor suggests at any place the donor designates, those which present several projects and ask the donor to choose one, and those which exhibit a willingness to "struggle along" on a grant several times the applicant's current income.

As another indication of the difficulty of generalizing on scholarship applications, the last item in the above paragraph does not apply to grant programs with fixed, uniform stipends. The Fund asks candidates to provide financial information and then state the minimum sum needed to carry through the proposed study. Its grants vary greatly and do not have a minimum or maximum sum.

Applications we receive from extension workers as a group are quite good. They are good enough to make choosing between them a very difficult task for the Fund's selection committees.

Now let's take another look at the opening question in this article—What are your chances of getting a scholarship? With a plethora of fine candidacies each year, it is inescapable that the element of chance figures in winning of study awards. At some point in any competition of this kind, merit, worthiness, and quality yield to the roulette wheel.

Good luck!



FELLOWSHIPS

and

National Committee on Boys and Girls Club Work and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six fellowships of \$3,000 each for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers.

Two of these fellowships are provided by the National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Ill., and 4 by Massey-Ferguson, Inc., of Racine, Wis. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State directors of extension or State 4-H Club leaders to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Application blanks may be obtained from the State director of extension. The age limit has been extended from 30 to 32 which means that an applicant shall not have passed his 32d birthday on June 1, 1960. Deadline for applications is March 1.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 in each extension region, for county extension agents attending the regional sum-

mer school courses in public agricultural policy.

The Foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Mass Communications and Adult Education Grants

The Fund for Adult Education is offering 20 grants for study and training to persons in the mass communications field and another 25 grants to individuals for practical experience, university study, or a combination of both in the field of liberal education. Liberal education is interpreted as being education in world affairs, political affairs, economics and the humanities, broadly defined.

Deadline for filing applications for either or both is October 15 each year.

Within the broad limits of each program, candidates are free to propose any plan of study and/or practical experience they deem appropriate for their own improvement. Each award will be in an amount determined by the Fund to be adequate for the recipient to carry out the plan for which the grant is made. The fund has not set any minimum, maximum, nor average amounts for the grants.

The awards in the field of mass media will be of special interest to those engaged in any phase of information work. The awards in the

field of leadership training will be of special interest to those engaged in other phases of extension work.

Those who want further information and application forms should write (a post card will do) to: Leadership Training Awards, The Fund for Adult Education, 200 Bloomingdale Road, White Plains, New York. Specify whether your interest is in mass media or adult education.

Education in Public Affairs

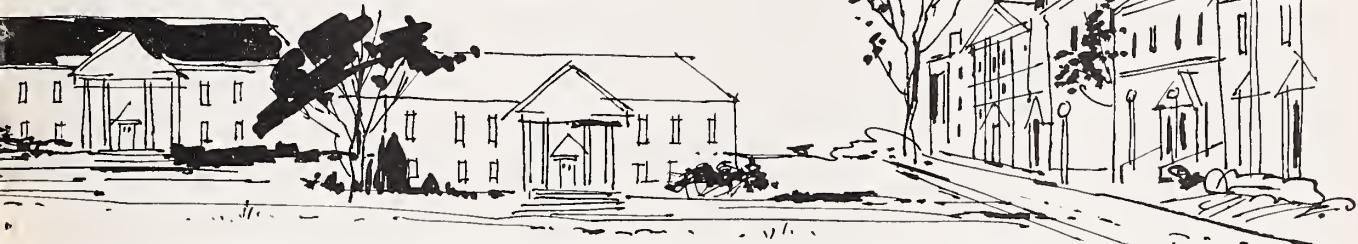
In addition to the fellowships in adult education and mass media, The Fund for Adult Education will make two other kinds of grants:

- (1) to a few selected institutions undertaking projects in education for public responsibility. Such grants will be for program development and promotion.
- (2) to national organizations undertaking to expand programs for public responsibility. Such grants will be for pilot projects, for program development and promotion, or for consultant advice. You can obtain descriptive information from The Fund for Adult Education, 200 Bloomingdale Road, White Plains, N. Y.

National 4-H Club Foundation and Sears-Roebuck Foundation

In 1960, for the ninth year, we will have 50 scholarships available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided,

SCHOLARSHIPS



through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The 6-week workshop will be held June 20-July 29 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General Studies, George Washington University.

As in the past, scholarship applications will be open to at least one man or woman extension worker from each State or Puerto Rico, provided they devote one-third or more time to work with or for youth. States are encouraged to name one or more alternates, because every State does not name a candidate each year. Applicants shall not have received one of these scholarships before. Scholarships will range from \$175 to \$225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1960 to home demonstration agents, one in each extension region. The awards are \$1,500 each. A minimum of 5 years of experience is required.

Candidates are asked to describe in their applications the development of their county home demonstration programs, a detailed plan of how they propose to use their awards, and information on their personal and

educational background. The study period is to consist of a minimum of 6 weeks.

Application forms may be obtained from the State extension director. Any home demonstration agent who has a minimum of 5 years' experience may submit an application to her State selection committee. One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by July 1, 1960 to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Sarah Bradley Tyson Memorial Fellowships

For a number of years the Woman's National Farm and Garden Association has offered annually the Sarah Bradley Tyson Memorial Fellowships of \$500 for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is again making available two such fellowships.

Applications should be made to Mrs. Fredericks Jones, Longwood Towers, 20 Chapel Street, Brookline 46, Mass.

Grace Frysinger Fellowship

The National Association of Home Demonstration Agents has set up a fellowship named for Grace Frysinger.

The fellowship is for \$500 to cover expenses of a home demonstration agent for a month of visiting other

States to observe extension work. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by the National Home Demonstration Agents Association.

Applications are handled by the State Association fellowship chairman, in cooperation with State home demonstration leaders.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, 2 scholarships in each of the States and Puerto Rico, to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications must be made by April 1 through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

(Continued on next page)

National Agricultural Extension Center for Advanced Study in Administration and Supervision

About 25 fellowships are awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, these amount to \$4,000 for the 10-month academic year or \$4,800 for the calendar year.

Graduate assistantships involving part-time work are available also in the amount of \$130 per month. The work is to be done in the center to assist with research or teaching.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School, for *either the summer or fall semester of 1960* must be received not later than March 1, 1960.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, the Federal Extension Service of the U. S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in opportunities at the Center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1960-61.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is \$5,000 for four quarters of consecutive residence study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1960.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, De-

partment of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidate's academic record, his motives in seeking advanced training, and his potentiality for leadership.

Farm Foundation Scholarships in Marketing

The Farm Foundation is offering 20 scholarships—5 in each extension region—for marketing specialists, district supervisors, and marketing agents attending the Southern Regional Extension School at the University of Arkansas.

The Foundation will pay \$100 to each recipient.

Applications for scholarships are made through the State director of extension to Gerald T. Hudson, Dean, Resident Instruction, College of Agriculture, University of Arkansas, Fayetteville, Arkansas.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or \$100, whichever is smaller, toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1960 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by May 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison, Wis.

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors, assistant directors, and supervisors of county agents, home demonstration agents, and 4-H Club workers. Individuals being trained to assume administrative responsibility

will be considered; specialists will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or for 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be placed upon agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin.

Applications are made through State directors of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Applications should reach the Farm Foundation not later than March 1.

U. S. Steel Foundation

The U. S. Steel Foundation's graduate study program, generally at the doctoral level, includes 42 two-year fellowships available through designated public and private institutions. Each Foundation Fellowship carries a maximum benefit of \$7,200.

Fellowships are available at the following institutions:

Social sciences—California, Chicago, Amos Tuck School of Dartmouth, Harvard, Indiana, Massachusetts Institute of Technology, Michigan, New York, Northwestern, Pennsylvania, Pittsburgh, Purdue, Stanford.

Physical and other sciences—Alabama Polytechnic, Alabama, California Tech, Carnegie Tech, Cornell, Duke, Georgia Tech, Illinois Tech, Illinois, Iowa State, Johns Hopkins, Lehigh, Michigan State, Minnesota, Ohio State, Pennsylvania State,

Southern California, Syracuse, Vanderbilt, Virginia Polytechnic, Yale.

Humanities—Colorado, Columbia, Fordham, Notre Dame, Princeton, Texas, Tulane, Wisconsin.

For details write to W. Homer Turner, Executive Director, United States Steel Foundation, Inc., 71 Broadway, New York 6, N. Y.

Cornell's Comparative Seminar Grants

Each year six fellowships of \$3,000 each are awarded to Americans who are staff members of land-grant colleges or other United States agencies or institutions. They are expected to assume leadership roles at home or abroad in extension personnel training, supervision, or administration, with emphasis on extension work fitted to foreign cultures. Priority will be given United States applicants from those land-grant colleges that have contractual arrangements with institutions or governments abroad.

Admission to this special graduate program is through the regular channels of the Cornell Graduate School. Students are expected to major in Extension Education, but may select a minor from a wide range.

Although emphasis in the project is on a high-quality training opportunity, not on degree attainment, students may register in the status: (1) candidate for a degree (Master of Science, Master of Education, Doctor of Education, or Doctor of Philosophy), or (2) non-candidate (including post-doctoral fellow).

Application forms may be obtained from A. L. Winsor, Director of Comparative Extension Education Group, Cornell University, Ithaca, N. Y.

NACCA Travel Scholarships

The National Association of County Club Agents is sponsoring two Study-Travel Scholarships of \$100 each. Only 4-H Club agents who are members of the national association are eligible. Plans for study-travel must be approved by the State 4-H leader.

Complete details may be obtained by writing to F. S. Mansue, Chairman, Professional Improvement Committee, NACCA, Agricultural Center, Toms River, N. J.

Training to Understand People

by EARL W. MULLEN, JR., Rockland County 4-H Club Agent, New York

BEFORE becoming a county extension agent, I knew the work involved a great deal of interaction with people—individually and in groups. But not until I had been a 4-H Club agent for several months did I begin to realize the full implications of "working with people."

Much of my undergraduate training had been in subject matter areas. I wasn't on the job long before I realized that technical training in agriculture was only part of the background needed to do a job that would be really satisfactory, and even more important, satisfying to me.

I found some people were much easier to understand and work with than others; some groups functioned much more effectively than others. I began to think there must be reasons why individuals and groups react the way they do. If I could learn more about this, my work would be much more productive.

First Step

I decided to try and obtain some training in this area of understanding people. At the first opportunity, I applied for and was granted sabbatic leave to study at New York University. Since then I have completed requirements for the M. A. degree with a major in Human Relations and Community Studies.

All of my courses at N. Y. U. were interesting and have helped me in my personal life as well as my work.

Foundations of Human Relations in Education gave an overview of theory and practice in the treatment and prevention of human conflict. It was of particular interest because of reference to intergroup activities and problems. Class members gained experience in techniques of democratic planning and group action.

In a seminar class, Laboratory Course in Human Relations, each student was responsible for a part of the development of a neighborhood council in the lower east side

of New York City. In carrying out the project, we had to identify and analyze many problems and processes.

Group Dynamics and Group Processes taught us effective ways of working with people in groups. To better understand a group, we have to gain insight into the reactions of individuals, including ourselves. We gained a better understanding of small group work—methods of forming groups, interpersonal and intergroup relations, problem solving by groups, and individual development.

Leadership Function

Another course equally as valuable was Group Dynamics in Human Relations. We studied the function of leadership in many kinds of groups, including group and individual roles, the organization and structure of small and large groups.

Social Anthropology and Education brought together information relevant to the problems of American culture and conflicts. The main emphasis was on the ways culture grows and changes, the universality of the basic fundamentals in human behavior, and the individual in the American society.

I was interested in General Methods of Teaching in Secondary Schools because it is at this age level that many young people discontinue their 4-H Club activities. Material presented concerned development of skills in locating, analyzing, and meeting the emotional needs of individuals; and in dealing with groups and patterns of group interaction.

Since extension agents are part of a large educational program, I took two courses in Philosophy of Education. These presented some of the leading philosophies of education—their assumptions, methodology, conclusions, and implications. As a result of these studies, my work is much more meaningful.

(See To Understand, page 18)

An Idea Is Bearing Fruit

by GALE L. VANDEBERG, Associate Professor, National Agricultural Extension Center for Advanced Study, Wisconsin

EXTENSION has been going through a period of transition. This is a natural development, of course, because Extension's clientele has been in transition.

We are all familiar with these changes among Extension's clientele since World War II—the rising level of education, advances in technology, population increases and migrations, agricultural specialization and commercialism, and other socioeconomic changes. Extension has been adjusting to these changes through expanding marketing programs, Farm and Home Development, Rural Development, Program Projection, and the redefining of responsibility through the Scope Report.

The changing economy, extension program changes, and staff increases have brought about a need for better trained extension personnel at all levels and for more specialized staff at supervisory and administrative levels. The number of employees in State Extension Services has increased over 60 percent in the last 15 years. Since 1950, more than 35 States have changed extension directors. Similar changes have occurred among assistant directors, supervisors and other administrative personnel.

Three Aims

This was the setting for creation of the National Agricultural Extension Center for Advanced Study. It was established to provide for professional improvement among those individuals who could have a major bearing on the direction of extension organization, programming and training. The originators of this idea believed that a national center could have an indirect influence on all of Extension's 15,000 employees.

Thus, the National Center was started in 1955 to accomplish three basic purposes: provide graduate training in administration and super-

vision through university courses, informal seminars, and personal counseling; conduct research on problems of concern to extension administration; and help plan and conduct national and regional seminars and workshops for supervisory and administrative staff.

A committee named by the American Association of Land-Grant Colleges and State Universities decided to locate the Center at the University of Wisconsin. The program is administered as an integral phase of the College of Agriculture and the Graduate School with the counsel of a National Advisory Board of which President W. E. Morgan of Colorado State University is chairman. The Center is financed in major part by a grant from the W. K. Kellogg Foundation.

Graduate Program

Fellowships are granted annually to about 30 individuals who have been identified for such a study program by their dean and extension director. Since the first Fellows enrolled in February 1956, 101 men and 36 women have made application. Of these, 75 men and 25 women from 40 States have been granted fellowships in the graduate training program.

Thus far, 24 persons have been granted the Ph. D. degree and 41 the M. S. degree in Cooperative Extension Administration. Another 26 are currently candidates for the Ph. D. degree and 9 are engaged in their M. S. degree program.

The graduate program is interdepartmental and interdisciplinary. Fellows enroll in courses appropriate to their individual needs based upon their undergraduate and previous graduate work, work experience, and job responsibility.

Students enroll in courses in various departments of the College of

Agriculture, School of Home Economics, School of Education, School of Commerce, and the College of Letters and Science. Some 30 staff members of the University of Wisconsin, representing numerous disciplines, are involved in offering courses and seminars and advising Center Fellows in their research work. Guest lecturers conduct special seminars on subjects of current concern to administrators and supervisors.

A small staff plans and administers Center activities and teaches courses in extension administration, supervision, program development, budgeting, and personnel management. Enrollment in these courses includes, in addition to Center Fellows, many graduate students majoring in Cooperative Extension Education in agriculture and home economics.

Research

Research by Center staff and students includes: extension organization, administrative policies, and finance; program development; personnel training; supervision; the functioning of specialists; and 4-H leadership and participation.

Many research projects have been related to problems with which the Fellows are concerned in their home States. Others involve research in several States and may consist of segments of a major on-going project of a staff member.

Typical examples of the research are illustrated by the following theses titles: Job Attitudes of Middle Management in Three Cooperative Extension Services, The Role of the Cooperative Extension Service in Alaska, A Study of Training Needs of Home Demonstration Agents in New York, Criteria for Determining Financial Support of County Agricultural Extension Work in Texas, An Analysis of Training Needs of County Extension Agents in Ohio, The Professional Status of Extension Specialists as Compared with Research-Resident Teaching Staffs of Selected Departments in Four Land-Grant Institutions, The Role of County Advisory Committees in Program Projection.

Brief abstracts of all research by
(See Bearing Fruit, page 18)

Something New and Different

by O. B. CLIFTON, Kaufman County Program Consultant, Texas

NEW, different, and interesting. That's probably the best way to describe the training 12 extension workers received last summer at Michigan State University.

This 10-week training program launched the joint Fund for Adult Education-Cooperative Extension Service Project in Public Affairs and for Public Responsibilities. The project is now operating in two pilot counties each in six States—Arizona, Illinois, Michigan, Montana, Pennsylvania, and Texas.

Objectives of this project are to explore ways that public affairs education can be included as a major phase of extension programs and ways that local leadership can be expanded and developed for the acceptance of public responsibilities. This summer training prepared the 12 extension workers for their new jobs as program consultants in the pilot counties.

The trainee-consultants represented varied professional backgrounds ranging from none to 25 years of extension experience. Their educational background ranged from those with the B. S. degree to one with a Ph. D. Yet this training was so new and different that it was meaningful to all members of this rather diverse group.

A special seminar course, Extension Program Development in Public Affairs Education, was the core of the training program. The seminar occupied three afternoons each week.

At Monday sessions, outstanding scholars and authorities presented the latest concepts in public affairs education and adult education in general. The Wednesday sessions brought before the group outstanding social scientists presenting sociological principles, research findings and applied sociological studies. These "firmed up" or lent substance to the ideas and concepts presented by the Monday discussion leaders. At the Friday sessions, the trainees discussed and further digested the information presented during the week.

Seminar speakers were drawn from many of the nation's leading universities, foundations, and other organized citizen-groups. Psychologists, sociologists, adult educators, administrators, and others—all expert in their particular corner of the human relations field—were included as seminar speakers.

The other specially planned courses, each for 5 weeks, were part of the training. One of these, Area Analysis, was offered by the Resource Development Department. The other special course was Evaluation of Ex-

tension Programs, presented by the Center for Extension Personnel Development.

The evaluation course gave the consultant-trainees an opportunity to consider various techniques, tools, and approaches that have been used successfully or which offer promise of success in evaluating county extension programs. Dr. Edward O. Moe of Michigan State University and Federal Extension Service personnel staffed this course.

The course in Area Analysis provided information and ideas on the collection, analysis, and presentation of factual data on the county or area basis for use by program building committees. Dr. Frank W. Suggitt, coordinator of the FAE-Extension Project, conducted this course.

Additional Opportunities

In addition to these three specially designed courses, each trainee was allowed to take two elective courses. The only stipulation was that electives not be in technical subject matter.

Special seminar sessions often were held at night as speakers were available. Field trips to observe different types of extension programs in four Michigan counties were a highlight of the Area Analysis course.

Perhaps the most important aspect of the whole training experience was the opportunity to give thought and study to new considerations, new ideas, and new ways of viewing people, their interests, their prob-

(See *Something New*, page 20)



Extension administrators met with program consultants in 1-week planning conference. Addressing the group is Robert J. Blakely, Vice-President, Fund for Adult Education.



Foreign affairs are public affairs. Program consultants discuss foreign affairs with S. L. Witman, Director of Office of Cultural and Educational Exchange, University of Pittsburgh.

WHO PREPARE

(Continued from page 9)

which are destined to be the guide posts of extension workers in the years ahead.

Extension workers can be thankful that there is interest among organizations such as the National Committee on Boys & Girls Club Work and Massey-Ferguson, Inc. in sponsoring such a fellowship program. Without the finances made available by the above two concerns and Michigan's sabbatical leave program at half pay, it would have been a difficult proposition for me to move my family to the Nation's capital for a year for such a training program. As my wife and I had hoped, our children are benefiting as much as we by becoming familiar with the heritage of our great country.

Yes, the future belongs to those who prepare for it. If you haven't started gearing up professionally for the 20th century role of extension workers, I hope that the motivation process reaches you shortly.

TRAINING NEEDS

(Continued from page 5)

been given to all agents without regard for individual differences. The typical 1-day district training conference may need to be revamped. Orientation training programs and the whole induction process for new agents must be critically examined as to their contribution to the real needs of agents.

Seminars for agents with similar training needs offer possibilities for inservice training. Planned reading or study programs under guidance from supervisors or training officers present another possibility for professional improvement.

Despite the emphasis on other types of training, technical subject matter training should not be minimized. This is the basic ingredient of the extension agent's stock in trade.

But the agent who limits his training to technical subject matter is only partially equipped as an educator. Research in psychology, sociology, education, and human relations offers a "gold mine" of training opportunities.

How can extension workers best use the training opportunities available? Individually planned professional improvement programs, based on identified needs, can do much to improve effectiveness.

Here are some possibilities:

- Discuss your training needs with your supervisor. He can help guide and direct you.
- Map a program of professional training to improve your weak points. The supervisor can help to determine whether graduate training or inservice training will best answer your needs.
- Work conscientiously to carry out the training plan you developed. Be prepared to revise it as time passes.
- Remember that training is a continuous process. There is no point at which an extension worker can feel he has reached a peak and has solved all of his training needs. We need to take large doses of the educational medicine we offer to our clientele.

Graduate and continuous inservice training can be our passport to competency.

TO UNDERSTAND

(Continued from page 15)

Youth in Contemporary Society gave us up-to-date knowledge, insights, and concepts of the nature of adolescents and young adults. We studied their status in present day society; evaluated school and community programs and activities, and how they may promote the well-being of youth.

When I first returned from leave, I found myself consciously evaluating everything I did. At that point I wondered why I had gone back to school. But after a while this conscious evaluation wore off. And now I'm sure I am doing things with a different approach.

The various insights, concepts, and understandings gained through graduate study will help me in helping more people. I now find working with individuals and groups much more interesting, challenging and satisfying.

BEARING FRUIT

(Continued from page 16)

Center Fellows are sent to deans and extension directors in each State. It is hoped that over a period of years the findings of such research along with that conducted in other institutions, will be channeled through each State extension staff and reach those for whom it is most applicable.

Inservice Training

National and regional seminars, conferences, and workshops have proven a popular means of professional improvement for extension administrators and supervisors. Participating in the study and discussions of the "what" as well as the "why" of one's job with coworkers from other States can be of considerable value in broadening knowledge and bringing about changes in attitude and procedure relating to current practices.

The Center staff cooperates with the Federal Extension Service and State directors in planning, staffing, conducting, and preparing reports on such inservice training programs. A 2-week seminar was conducted for State administrators in 1956 with 39 States represented, and again in 1959 with 37 States represented.

In 1958, 110 administrative and program personnel from 46 States participated in a 5-day National Symposium on Home Demonstration Work. A Research Planning Conference was sponsored for 24 administrators, social scientists, and extension training leaders from 12 States in 1956.

Six regional 1-week workshops have been held for extension supervisors and three more are planned for 1960. The 500 or more participants in these workshops included most supervisors from every State.

Thus, the idea of a National Center is bearing fruit in terms of advanced training, research, and inservice training in extension administration and supervision. These experiences should be of value to the participants in developing their philosophy, determining patterns of operation, and giving direction to programs in the years ahead.

Seeing Ideas Put to Work

by MRS. MABEL ITO, Home Demonstration Agent, Hawaii

FARM and Home Development aroused a lot of interest in Hawaii in 1954-1955. Some of us jumped in with enthusiasm.

Our staff, for example, recruited several families and began meeting with them to discuss family inventory and planning. But we soon got stymied. We found that we didn't know much more than that F&HD was a good idea and we didn't know where to go from our initial enthusiasm.

Last year, with my sabbatical leave coming up, I decided to learn more about the why and how of F&HD.

Planning the Leave

I was granted a Grace Frysinger Fellowship to study extension work in other States. My objectives were: to understand Farm and Home Development better, to find out the various techniques used in teaching and carrying out F&HD, and to evaluate these techniques and decide which are applicable in Hawaii.

Washington State was selected as a good place to study because it was included in the Kellogg study on F&HD. Missouri also was recommended because of its Balanced Farming program, in effect for many years.

My study-travel began with a 4-week course on Methods in Agricultural Extension at the State College of Washington. Their course gives extension workers a better understanding of Farm and Home Development by focusing upon management as a key concept.

Through F&HD, agents can teach families the importance of management in many contexts—evaluating and using resources at hand in order to achieve desired goals. Decision-making thus is the crux of farm and home management.

The complexity of the decision-making concept was one of the most important ideas gained during the course. Decision-making is not only essential to the area of program emphasis described in the Scope Report as Management on the Farm and in the Home, but it has application to all areas of extension work.

A big part of the extension job is to teach people to understand management so that they are able to apply this skill in varying situations.

The extension job also involves giving people tools which are helpful in management. Some of the tools discussed during the course were workbooks, partial budgets, and farm and home account books. And since these management tools cannot simply be handed over to the people, how to teach the use of these tools was demonstrated.

Ideas Exchanged

Members of the class, county agents and specialists, shared their experiences in F&HD. It was agreed that individual help through home visits or group meetings of several families are two methods that can be used effectively, depending upon the readiness of the people to accept and use management ideas.

The communication factor of the learning process was considered carefully and the diffusion process—how an idea is learned and then carried from one learner to another—discussed. The effects of different methods of communication were also discussed and observed in class.

Visits to Washington and Missouri counties were made as a follow-through on course work. One thing became clear during these visits—Farm and Home Development is im-

portant to Extension and it should work in Hawaii.

Effective teaching methods used in Washington and Missouri can be adopted in Hawaii. First, however, agents have to become interested in F&HD and then trained carefully. Ideally, a team of county agricultural and home agents and a team of farm and home management specialists are needed to carry on this work.

To create public awareness and interest in F&HD, radio, newspaper, and television may be used. And it is important to give individual help to the few families who will take the lead. These early adopters are, in effect, the leaders who can interest others by telling their success story and by showing the results of their management program.

News articles, pictures, tours, or talks can help spread Farm and Home Development practices. As more and more families become interested, group meetings may be held to reach them.

Opportunities Opening

Since returning from my study-travel, the things I learned have been useful in a small but important way. In my county, I am teaching the management process to help families gain skill in decision-making.

Perhaps the ideas I gained can be put into greater practice during this year's annual extension conference, when the Scope Report will be analyzed in relation to Hawaii's situation. I am chairman of the committee to report on Management on the Farm and in the Home. It is my hope that this committee will see the need for an integrated program in farm and home planning and will come up with definite goals and steps in management education.

The combination of study, then travel, was a valuable and wonderful experience. Taking the course first to get background and understanding of the management process made the visits to counties more meaningful. Then the county visits, watching how fellow extension workers do the job, were valuable in showing how ideas can be made to work.

COMMUNICATIONS

(Continued from page 7)

being planned on a district basis," reports Miss Arbour.

More interest in columns is reported by another southern State—South Carolina. Editor Jim Cope land reports these results from a written communications training workshop. Many agents have made noticeable changes in writing styles. Several are now writing columns that were not doing so prior to the school. Latest count reveals: 34 of the 46 county agents who attended are now writing personal columns for either daily or weekly newspapers. And the remaining 12 are doing occasional stories or articles.

Verbal Messages

Minnesota Editor Harold Swanson says hundreds of 4-H and rural youth take part in speaking contests each year. References for these contests are two publications which grew out of the communications training program. They are "4-H'ers on the Air" and "Organizing Your Speech." It takes about 5,000 copies of each of these annually to take care of those club members who are interested in entering the contest.

Pennsylvania provides another example of dove-tailing communication training with subject matter to teach more effectively. In a week-long clothing-communication training program, Radio and TV Editor Elton Tait reports: "We started with the communication process on Monday. Then on Tuesday, Wednesday, and Thursday mornings the specialists taught clothing subject matter. On those afternoons and Friday we worked with small groups on how the workshop participants would teach this material in meetings, the written word, television, and radio."

Editor Dave Ryker from Arkansas says, "The social action training was used in a number of counties to set up specific programs. These included organization of community clubs, eradication of rats, vaccination for rabies, and other such programs."

These are a few examples of how training in more effective communication is being used in extension teach-

ing. But it's only a start. All signs point to much greater use of this new knowledge in communications during the years ahead.

MEET THE FUTURE

(Continued from page 3)

broadening to include new areas of liberal education.

To keep pace with an ever-expanding body of vital skills and information, the professional person must accept education as a continuing life experience. On-the-job training, night classes, and independent reading are essential ingredients in the modern way of life.

There are few professions in which some kind of continuing education is not a normal expectation. In industry and government as well as in agriculture, to keep up to date one must remain intellectually active.

On the American agricultural scene, Extension plays a dominant and dynamic role in opportunities for life-long learning. County agricultural and home demonstration agents are helping to make the adult farm community aware of important developments in agricultural science, farm management, home economics, citizenship, and human relations.

Time Demands Growth

But this job cannot be done in the past tense. Yesterday's education will not solve tomorrow's problems.

Professional extension workers must do what they can to keep the farm community in the main stream of American life. As the educational bridge between the laboratory and the farmer, they are helping the farmer translate theory into fact. To continue to do this, they must make continuing education a part of their jobs.

Because they know farm people and the concrete situation in which farmers work, extension workers are well suited to introduce scientific and cultural subjects which will help farm families progress economically and socially. This is the challenge of change which faces professional extension workers—a challenge that can be met only by growth through continuing education.

SOMETHING NEW

(Continued from page 17)

lems. Most of us are the product of our experiences, including our training, work experience, and personal contacts.

Typically, county extension workers are generalists—generalists in the fields of agriculture and home economics. If we are to broaden our field of generalization to work more effectively in areas not directly tied to agriculture and home economics, most of us face the job of "tooling up" professionally for the job. This is where this type of training can make a major contribution.

Training Value

As program consultant to the extension staff in Kaufman County, I can see at least three or four major areas in which this training will increase any contribution I may be able to make. These are: the collection and recognition of relevancy of factual data for use by the local agents with the program building committee and subcommittees, a point of view which allows me to recognize Extension's concern with problems that go beyond the farm and home, some tools to use in sizing up the effectiveness of the various parts of a county extension program, and a realization of the application of certain principles and tools developed by the behavioral sciences for working with people in groups.

This training experience was planned specifically in support of the joint FAE-Extension Project. So it is not available at present to all extension workers. However, if the project is successful to any appreciable degree during the next 2 years, it seems logical that training of this nature may be made available to more extension workers.

If and when training patterned along the lines of this special training is made available, I would heartily recommend it to every extension worker. As I look back on my past assignments, I can see that this training would have been just as valuable and contributed just as much to my effectiveness as county agricultural agent as in my present assignment.

Training Needs of Marketing Workers

by ROBERT C. KRAMER, *Program Leader in Marketing, Michigan*

FORMAL training is not enough for an extension marketing worker. Preservice and inservice training, of course, are keys to development of competence in this area.

To be successful, however, the marketing worker needs other competencies—many of which cannot be obtained in the classroom. He needs ability to work with people; a positive, friendly, and helpful attitude; understanding of farm production and/or marketing processes and/or decisions consumers make; knowledge of marketing, management, and economic principles; ability to withstand criticism; orientation to the Extension and land-grant college philosophies; knowledge of applicable marketing research; and ability to use mass media.

Background Needed

In doing commodity marketing work, he needs a thorough understanding of the production of the commodity, the marketing channels through which the commodity moves, and costs of the various services performed. A college degree with a major in a commodity department is usually the undergraduate training necessary. In addition, graduate training in agricultural economics, economics, or business administration or experience with a marketing firm will increase workers' effectiveness.

A thorough understanding of the production of farm commodities is not necessary for marketing specialists in functional areas. They need to know the technologic, economic, business, and legal aspects that pertain to the function.

Larger contributions may be made in this area by workers who have not majored in commodity departments than by those who have. The engineers and/or physical scientists and/or economists and/or business trained workers can help the man-

ager of the marketing firm. The team approach, with specialists from different disciplines, is being used and will be used much more in the future.

Since consumer marketing programs concentrate on foods, a basic training in foods and nutrition is necessary. Combined with this is the need for a working knowledge of marketing and management principles.

For home economics graduates with majors in food, graduate work in agricultural economics and home management has proven very beneficial. Workshops and conferences can be employed to provide the economics and management materials.

Experience is extremely helpful to an extension worker in marketing. This can be experience on a farm, in a marketing or business firm, or in a home. Business experience in assembling, processing, distribution, or communications has proven valuable. Extension experience in nonmarketing programs is invaluable for an extension marketing worker.

Communication Know-How

Marketing workers use radio, television, and the press as important outlets for their materials. These media can be most beneficial in developing marketing programs. Extension agents and specialists must prepare themselves to make effective use of mass media.

A thorough understanding of the audience is needed. Much time and effort should be given to the study of the audience and its needs.

One prime requisite is for the worker to be thoroughly oriented about Extension and the land-grant college for which he works.

Resident teachers and experiment station researchers can contribute much to extension marketing programs. Extension workers should know the teachers and researchers

in food technology, engineering, packaging, food processing, utilization, and marketing, as well as those in commodity and home economics departments.

The administrative staff can assist marketing workers by arranging preservice and inservice training sessions with resident teachers and research workers.

Best Foot Forward

Equally as important as training is the attitude of the marketing worker. It should be friendly and helpful. And the marketing worker should be positive—he needs to be for something, not against everything.

Since marketing extension work is relatively new compared with agricultural production, home economics, and 4-H programs, the marketing worker needs to be broad-shouldered. He needs to be able to take criticism from his fellow workers, from businessmen, from homemakers, and the public. His skin should be thick and he should be prepared at all times to receive the unexpected barb or jab.

The successful extension marketing worker needs to be a little more aggressive and a little more forward than agents and specialists who work in the nonmarketing programs. And he needs to be humble but not too modest.

Preservice and inservice training are keys to the development of competence in marketing. Regular inservice training should be scheduled for marketing workers. This training can be done at the home college campus, in markets, and in extension regional summer schools.

Extension marketing workers recognize many of their training needs after they have been on the job a few months. Project leaders and administrators can obtain many valuable training suggestions from their marketing workers.

READ TO SUCCEED

by ELIZABETH K. EASTON,
*Brown County Home Demonstration
Agent, South Dakota*

Books are the foundation of all education." This statement, made by Abraham Lincoln, can be verified by extension agents who try to dent their never-ending education job through profitable use of public library facilities.

When South Dakota art was chosen as a county project several years ago, I found that compiled or documented literature on the subject was almost nonexistent. I am located in a city with excellent library facilities and the librarian gladly assisted our research on this subject.

A rural homemaker volunteered to be county project leader. Together we delved into all the records available in our city and State libraries. Only South Dakota born artists who have received national or international acclaim were included in the study. And in some cases newspaper clippings were the only sources of information.

Multiple Uses

Our information was later condensed into a four-page mimeographed bulletin, distributed to more than 800 club women in the county. It included facts about South Dakota and reviewed the history and development of Mt. Rushmore in the Black Hills.

Popular in our county, the art project also drew the interest of home demonstration club members in adjoining counties. Both the project leader and I have presented the art program to women's clubs outside of Extension. Many requests for the mimeographed bulletin have come from neighboring States.

Six years ago when 4-H Club lead-

ers and home demonstration club members wanted information on wood finishing and restoration of old furniture, I turned to our State lending library for help. Several bulletins were available, but I needed more specific information.

With books provided by the State library lending service, I gathered enough information to confidently conduct two wood finishing schools in a county where library facilities are limited. The project turned out to be successful and satisfying for extension club members.

Each year the county home demonstration council selects a special project in addition to our statewide program. Dreaming up a topic is one thing, but finding source material to conduct the training sessions is more difficult.

Last year our county's special project was gardening. Although many bulletins were available from extension horticulturists, we needed more specific information. Again this need was met by a library—this time the library at the College.

To meet recent requests for information on floral arrangements, I used city library facilities to compile a bibliography. This included extension bulletins as well as books which could be borrowed from the city library or stocked by the county's rural bookmobile.

A Festival of Nations project, sponsored jointly by county extension club women and the Federated Womens Clubs, has led many county women to the library for research on customs and cultures of other lands.



A sample of the books I've read to acquaint myself with new projects, says Agent Elizabeth Easton.

This, together with a long established extension reading program in the State sparked home demonstration club members in securing a rural bookmobile for the county.

Library's Role

A well-planned college curriculum can never familiarize a home demonstration agent with all the subjects she needs to carry out an effective educational program.

Extension summer schools take care of professional improvement where methods and philosophy are concerned. But libraries help to answer the immediate needs of home-makers in my county and provide me with a better backlog of information on various topics. This on-the-job professional improvement through the use of library facilities has opened brand-new fields of interest through the wonderful world of books.

WHY TRAIN

(Continued from page 6)

The central staff conducting the examination fills out an evaluation sheet—not to fail a trainee, but to point out areas where improvement is needed. The evaluation sheets are summarized and reviewed with agents during the supervisor's next visit to the county.

With our induction training program as a unit of measurement, we can decide whether we should continue each agent's employment. The agents are in situations that truly reflect abilities. As bases for promotion or termination, we have trainee-agent reports, results from examinations, and the performance test.

In the last 18 months, 23 men and 20 women have been hired. All have participated in our induction training program. None has resigned. In this short time our training has paid these dividends—better selection and placement, more positive supervision, better teamwork, higher morale of trainees, and less turnover.

The success of our training program results from full support and cooperation of the entire extension staff. We think that we have gone a long way in developing agents who will successfully carry on our challenging work.

Gaining Insight in Human Relations

by ANNA M. PLEASANT, Contra Costa County Home Advisor, California

WHY does a county 4-H worker attend a workshop on human relations-human development? What was this human relations course like? These are questions our county director and others asked me.

I had several reasons for attending the Workshop in Human Development and Human Relations at the National 4-H Club Foundation. First, I felt a need to get away and do some objective thinking about my county job. Too, many of our problems in 4-H are directly related to understanding people. Important also are communications with coworkers, relationships with leaders, newspapers, and others.

Understanding Behavior

The workshop helped me understand why people act the way they do. Insight into human relations came from studying people in their social setting, understanding physical factors that enter into people's action, and understanding people in their own peer groups.

When we can understand why behavior is caused, then and only then can we help develop people. The real objective in Extension, it seems to me, is to help develop people so they can live more harmoniously in their community, solve their problems, and truly lead.

What usable knowledge does one actually gain from such an experience? I have always believed in the group process, with some reservations. After the workshop, I am convinced that a free atmosphere of thinking in a group helps us develop individually. By discussing our mutual problems, we help each other shed light on them.

Being able to ask freely, Is this what you mean? or Are you saying this to me? helps us have an understanding of others. This enables us to interpret with less misunderstanding.

The kind of experience the workshop provided has helped me to be more observant of voice inflection and facial expression. I understand better what lies behind people's comments.

This experience further convinced me that we can only move when people are ready to move. Unless those persons involved believe in, accept, and are convinced, any plan or idea may be a complete failure.



For example, as county home advisor, I must be convinced of the value of our program and methods. After all, I must initiate and carry forth certain portions of this program. If I believe, then I can teach.

Another important part of the workshop convinced me that we must have clear objectives and purposes, and these must be jointly shared with all concerned. We do not like to attend meetings unless there is some reason. I do not believe leaders, parents, or members will attend meetings without a definite purpose.

It was delightful to closely associate with a staff capable of setting up a free learning situation. There were frustrations, because the decision to learn was on our shoulders. The opportunity for reading and discussions helped us straighten out these feelings.

Our thinking was guided and supported by social research reported in

our readings. This experience was enhanced by meeting people from other States and learning about them and their problems.

As I write this, a 4-H Club in our county presents a problem in human relations. This is what I hope we will do. First, we'll study the situation—get the facts from parents, leaders, and members. We'll try to understand why the situation is happening. Then we'll work with all concerned in developing a solution.

In this way, we can realistically apply what we learned. The approach will be "why" rather than "how." I will constantly strive to keep my objectives and purposes clear. I will further ask myself, "Is this realistic for me? Is this within my limitations?"

To every extension worker I would say this workshop is a "delightful must."

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

F 1059	Sweetpotato Diseases—Revised 1959
L 457	Scrapie of Sheep—New
L 458	Autumn Olive for Wildlife and Other Uses—New
L 459	Cattle Walkways—An Aid to Coastal Marsh Range Conserva- tion—New
L 460	What is a Conservation Ranch Plan?—New
G 44	Cabbage Insects—How to Control Them in the Home Garden— Slight Revision 1959
G 66	Growing Iris in the Home Gar- den—New

Summer Schools



University of Wisconsin Madison, May 31-June 18

Extension Communication, Harold B. Swanson, Minnesota
Farm and Home Development, B. E. Lanpher, Federal Extension Service
Development of Extension Programs, Edgar J. Boone, Arizona
Evaluation of Extension Work, Patrick A. Boyle, Wisconsin
4-H Club Organization and Procedure, T. T. Martin, Missouri
Extension Methods in Public Affairs, J. B. Kohlmeyer, Indiana
Administration of County Programs, E. V. Ryall, Wisconsin
Rural Sociology for Extension Workers, R. M. Dimit, Ohio
Current Research in Extension Education, J. A. Duncan, Wisconsin

Personal and Family Finance, Louise A. Young, Wisconsin
Extension Supervision, Gale Vandenberg, Wisconsin

University of Arkansas Fayetteville, June 13-July 1

Development of Extension Programs, J. Neil Raudabaugh, Federal Extension Service
Organization and Procedures in 4-H Club Work, D. S. Lantrip, Arkansas
Evaluation of Extension Work, Mary L. Collings, Federal Extension Service
Use of Groups in Extension Work (to be announced)
Marketing Problems, R. C. Kramer, Michigan
Principles of Extension Teaching, Randel Price, Arkansas
Public Policies for Agriculture (to be announced)

Colorado State University Fort Collins, June 20-July 8

Principles and Techniques in Extension Education, E. L. Kirby, Ohio
Principles in the Development of Youth Programs, Fern Shipley Kelley, Federal Extension Service
Community Development, Stewart G. Case, Colorado
Public Relations in Extension Education, W. L. Nunn, Minnesota
Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service
Extension Communications, W. B. Ward, New York
Extension Group Processes, R. W. Roskelley, Utah
Organization and Development of Extension Programs, E. J. Kreizinger, Washington

Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

Cornell University Ithaca, N. Y., June 27-July 15

Principles in the Development of Youth Programs, V. J. McAuliffe, Federal Extension Service
The Role of the Specialist in Extension Education, E. K. Hanks, Cornell
Farm Policy Education, K. L. Robinson, Cornell
Extension Evaluation, Laurel K. Sabrosky, Federal Extension Service
Psychology for Extension Workers, Fred K. Tom, Cornell
Leadership Development (tentative), Gordon Cummings, Cornell
Communication in Extension Work, Maynard Heckel, Virginia
Program Development in Extension Education, John Fenley, Cornell
Administrative Management in the County Extension Office, Robert McCormick, Ohio

Prairie View Agricultural and Mechanical College Prairie View, Tex., June 6-24

Agricultural Communications, Sherman Briscoe, USDA
Rural Sociology for Extension Workers, Kate Adele Hill, Texas
Community Development for Extension Workers, Frank W. Sheppard, Texas
4-H Club Organization and Procedure, Ben D. Cook, Texas
Financial Management for the Farm and Home, Robert G. Cherry, Texas
Rural Health Problems (to be announced)